

Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12).  The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark.  Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit <a href="http://www.big6.com">www.big6.com</a> for resources			Suggested assessment strategies will appear in each grade level and month table.  Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

### Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

### Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	<b>Standard 1:</b> Students must identify the task and determine the resources needed.	<b>Benchmark 1,</b> End of Grade 4: Define the problem. <b>Benchmark 2,</b> End of Grade 4: Identify the types of information needed. <b>Benchmark 3,</b> End of Grade 4: Choose from a range of resources.	<b>1.A.</b> identify the topic <b>1.B.</b> recognize task-related vocabulary and keywords <b>1.C.</b> recognize the problem or task <b>1.D.</b> discuss the steps needed to solve the problem or task <b>2.A.</b> discuss and identify possible resources (print, nonprint, digital, community resources) <b>3.A.</b> determine relevant resources to solve the problem or task	<b>Benchmark 1.</b> keyword, topic, resource, plan, task definition <b>Benchmark 2.</b> print, nonprint, digital, community resources, information seeking strategies, task definition <b>Benchmark 3.</b> plan, do	Formative	assignment grades feedback forms self-assessments

**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<p><b><u>Grade Level Standards for Writing</u></b>  <b>Research to Build and Present Knowledge</b>  7. Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.  8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Include sources by and about American Indians.</p> <p><b><u>Grade Level Standards for Speaking and Listening</u></b>  <b>Comprehension and Collaboration</b>  1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others</p>	<p><b><u>Mathematical Practices</u></b>  1. Makes sense of problems and persevere in solving them.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.</p>

English Language Arts/Literacy	Mathematical Practices
<p>with care, speaking one at a time about the topics and texts under discussion).</p> <p>1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>1d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem	<p>A. identify the topic incompletely and unclearly</p> <p>B. recognize task-related vocabulary and keywords, demonstrating incomplete understanding</p> <p>C. demonstrate a limited sense of the problem or task</p> <p>D. discuss the steps needed to solve the problem or task, omitting most steps</p>	<p>A. identify the topic incompletely</p> <p>B. recognize some task-related vocabulary and keywords</p> <p>C. omit important details of the problem or task</p> <p>D. discuss the steps needed to solve the problem or task, omitting several steps</p>	<p>A. identify the topic</p> <p>B. recognize task-related vocabulary and keywords</p> <p>C. recognize the problem or task</p> <p>D. discuss the steps needed to solve the problem or task</p>	<p>A. identify and narrow in on the topic</p> <p>B. make connections between task-related vocabulary and keywords</p> <p>C. relate the problem or task to their past experiences</p> <p>D. discuss the steps needed to solve the problem or task with insightful dialog</p>
2. Identify the types of information needed	A. discuss and identify a familiar resource	A. discuss and identify some familiar information sources	A. discuss and identify possible resources (person, book, online, print, non-print)	A. discuss and identify possible resources including specific resources
3. Choose from a range of resources	A. choose a source, but not necessarily a relevant one to solve the problem or task.	A. determine a limited number of relevant resources to solve the problem or task	A. determine relevant resources to solve the problem or task	A. determine relevant resources to solve the problem or task using a variety of approaches

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	<b>Standard 2:</b> Students will locate sources, use information and present findings.	<p><b>Benchmark 1,</b> End of Grade 4: Locate a resource needed to solve the problem.</p> <p><b>Benchmark 2,</b> End of Grade 4: Evaluate resources.</p> <p><b>Benchmark 3,</b> End of Grade 4: Locate information within the source.</p> <p><b>Benchmark 4,</b> End of Grade 4: Extract information from resources needed to solve problems.</p> <p><b>Benchmark 5,</b> End of Grade 4: Organize information to solve problems.</p> <p><b>Benchmark 6,</b> End of Grade 4: Create a product that presents findings.</p>	<p><b>1.A.</b> locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject)</p> <p><b>1.B.</b> locate resources using a library catalog and/or database</p> <p><b>1.C.</b> locate resources using a call number</p> <p><b>2.A.</b> discuss if the resource is useful (relevant, appropriate, detailed, current, authority, biased)</p> <p><b>3.A.</b> identify index/table of contents/glossary</p> <p><b>3.B.</b> read, view or listen for information</p> <p><b>3.C.</b> use guide words/captions/bold words/headings</p> <p><b>4.A.</b> demonstrate active listening</p> <p><b>4.B.</b> recognize main ideas/details</p> <p><b>4.C.</b> recognize and utilize contextual clues</p> <p><b>4.D.</b> construct meaning from text by reading for purpose</p> <p><b>4.E.</b> identify relevant information (e.g., through note taking, graphic organizers, etc.)</p> <p><b>4.F.</b> summarize information</p> <p><b>4.G.</b> cite sources (e.g., title/author/copyright)</p> <p><b>5.A.</b> organize information (e.g., graphic organizer, sort notes, etc.)</p> <p><b>6.A.</b> design original work following established guidelines</p>	<p><b>Benchmark 1.</b> fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, Boolean/limiter, library catalog, database, call number, location and access</p> <p><b>Benchmark 2.</b> relevant, appropriate, detailed, current, authority, biased, information seeking strategies</p> <p><b>Benchmark 3.</b> spine, spine label, author, illustrator, title page, copyright, table of contents, information seeking strategies</p> <p><b>Benchmark 4.</b> skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, use of information</p> <p><b>Benchmark 5.</b> sequence, synthesis</p> <p><b>Benchmark 6.</b> synthesis</p>	Formative	assignment grades feedback forms self-assessments

**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<p><b><u>Grade Level Standards for Reading</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Include texts by and about American Indians.</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b><u>Grade Level Standards for Writing</u></b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>1b. Provide reasons that support the opinion.</p> <p>1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>1d. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2a. Introduce a topic and group related information</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>together; include illustrations when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, and details.</p> <p>2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2d. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3c. Use temporal words and phrases to signal event order.</p> <p>3d. Provide a sense of closure.</p> <p><b>Production and Distribution of Writing</b></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>Research to Build and Present Knowledge</b></p> <p>9. Begins at grade 4</p> <p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b><u>Grade Level Standards for Speaking and Listening</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1c. Ask questions to check understanding of</p>	

English Language Arts/Literacy	Mathematical Practices
<p>information presented, stay on topic, and link their comments to the remarks of others.</p> <p>1d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>4.</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Include sources by and about American Indians.</p> <p><b>5.</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</p> <p><b>6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>	



Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate a resource needed to solve the problem	A. struggle to apply search techniques to locate resources B. make an incomplete attempt to locate resources using a library catalog and/or database C. struggle to locate the section of the library or the specific resource given the call number	A. locate resources using limited search techniques and/or with limited success B. locate resources using a library catalog and/or database with inaccuracies C. can locate the section of the library but not the specific resource using the call number	A. locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject) B. locate resources using a library catalog and/or database C. locate resources using a call number	A. locate resources using advanced search techniques B. efficiently locate a variety of resources using a library catalog and/or database C. efficiently locate multiple resources using a call number
2. Evaluate resources	A. struggle to discuss if a resource is useful	A. rely on one or two strategies to discuss if a resource is useful	A. discuss if the resource is useful (relevant, appropriate, detailed, current, authority, biased)	A. make complex connections when discussing if a resource is useful
3. Locate information within the source	A. struggle to identify index/table of contents/glossary B. read, view or listen for information some of the time and/or with limited success C. lack recognition of guide words/captions/bold words/headings	A. identify index/table of contents/glossary with limited success B. read, view or listen for information successfully most of the time C. demonstrate beginning use of guide words/captions/bold words/headings	A. identify index/table of contents/glossary B. read, view or listen for information C. use guide words/captions/bold words/headings	A. efficiently identify index/table of contents/glossary B. read, view or listen for information successfully and with ease C. effortlessly use guide words/captions/bold words/headings
4. Extract information from resources needed to solve problems	A. struggle to maintain active listening B. have a general sense of the main ideas and details C. overlook contextual clues D. construct limited meaning from text and/or incomplete ability to read for purpose E. omit most details, facts or concepts when identifying information and/or includes many irrelevant details F. lack the skill to summarize information G. fail to credit sources	A. demonstrate active listening much of the time B. recognize some main ideas and details C. recognize and utilize contextual clues with inaccuracies D. construct limited meaning from text by reading for purpose E. omit some details, facts or concepts when identifying information and/or includes some irrelevant details F. summarize information incompletely G. cite sources incompletely	A. demonstrate active listening B. recognize main ideas/details C. recognize and utilize contextual clues D. construct meaning from text by reading for purpose E. identify relevant information (e.g., through note taking, graphic organizers, etc.) F. summarize information G. cite sources (e.g., title/author/copyright)	A. model active listening B. make connections between main ideas and details C. draw logical conclusions between contextual clues D. make connections between text and other sources while reading for purpose E. glean new insight into details, facts or concepts when identifying information F. summarize information logically G. cite sources
5. Organize information to solve problems	A. struggle to organize information	A. organize information with some accuracy	A. organize information (e.g., graphic organizer, sort notes, etc.)	A. organize information with detail and/or using unique methods
6. Create a product that presents findings	A. struggle to follow established guidelines and/or create an original work	A. design original work following some of the established guidelines	A. design original work following established guidelines	A. design original work following established guidelines with an impressive level of depth and/or recognizes alternative uses for the product

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	<b>Standard 3:</b> Students will evaluate the product and learning process.	<b>Benchmark 1,</b> End of Grade 4: Assess the quality of the product. <b>Benchmark 2,</b> End of Grade 4: Describe the process.	<b>1.A.</b> compare product to criteria <b>1.B.</b> judge final product (e.g., self, teacher, peers) <b>1.C.</b> generate ideas for improvement of the product <b>2.A.</b> summarize the steps of the process <b>2.B.</b> describe how well the process worked	<b>Benchmark 1.</b> self-evaluation, teacher evaluation, peer evaluation, evaluation <b>Benchmark 2.</b> evaluation	Formative	assignment grades feedback forms self-assessments

**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<p><b><u>Grade Level Standards for Writing</u></b>  <b>Production and Distribution of Writing</b>            5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)  <b>Range of Writing</b>            10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b><u>Grade Level Standards for Speaking and Listening</u></b>  <b>Comprehension and Collaboration</b>            3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>1. Makes sense of problems and persevere in solving them.            8. Look for and express regularity in repeated reasoning.</p>

Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Assess the quality of the product	A. struggle to compare product to criteria B. judge final product without demonstrating understanding of evaluation characteristics C. struggle to generate ideas for improvement of the product	A. compare product to criteria some of the time B. judge final product with errors C. suggest general ideas for improvement of the product	A. compare product to criteria B. judge final product (e.g., self, teacher, peers) C. generate ideas for improvement of the product	A. compare product to criteria throughout the process B. judge final product in a quantitatively deeper way C. generate creative ideas for improvement of the product
2. Describe the process	A. summarize few steps of the process B. has difficulty describing how well the process worked	A. summarize some steps of the process B. vaguely describes how well the process worked	A. summarize the steps of the process B. describe how well the process worked	A. summarize and simplify the steps of the process B. describe how well the process worked and suggest improvements to the process

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	<b>Standard 4:</b> Students will use information safely, ethically and legally.	<b>Benchmark 1,</b> End of Grade 4: Legally obtain and use information. <b>Benchmark 2,</b> End of Grade 4: Identify the owner of ideas and information. <b>Benchmark 3,</b> End of Grade 4: Participate and collaborate in intellectual and social networks following safe and effective practices.	<b>1.A.</b> discuss the concept of intellectual property <b>1.B.</b> follow copyright and fair use guidelines <b>1.C.</b> follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules) <b>1.D.</b> comply with district technology use policy <b>2.A.</b> define concept of plagiarism <b>2.B.</b> cite sources (e.g., title/author/copyright) <b>3.A.</b> interact appropriately in social situations (e.g., blended learning, etc.) <b>3.B.</b> discuss Internet safety and distinguish between safe/non-safe sites <b>3.C.</b> display appropriate online behavior	<b>Benchmark 1.</b> copyright, fair use, district technology use guidelines, location and access, use of information <b>Benchmark 2.</b> author, illustrator, artist, composer, plagiarism, task definition, use of information, synthesis <b>Benchmark 3.</b> blended learning, intellectual networks, social networks, .com, .edu, .org, task definition, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

### Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<b>Grade Level Standards for Writing</b> <b>Text Types and Purposes</b> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 1b. Provide reasons that support the opinion. 1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 1d. Provide a concluding statement or section.	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to precision.



English Language Arts/Literacy	Mathematical Practices
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, and details.</p> <p>2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2d. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3c. Use temporal words and phrases to signal event order.</p> <p>3d. Provide a sense of closure.</p> <p><b>Production and Distribution of Writing</b></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Include sources by and about American Indians.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>9. Begins at grade 4</p>	

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain and use information	A. retell the definition of intellectual property B. follow copyright and fair use guidelines rarely C. follow school guidelines for responsible use of information resources rarely	A. discuss the concept of intellectual property at a basic level B. follow copyright and fair use guidelines most of the time C. follow school guidelines for responsible use of information resources most of the time	A. discuss the concept of intellectual property B. follow copyright and fair use guidelines C. follow school guidelines for responsible use of information resources	A. discuss the concept of intellectual property in depth B. model copyright and fair use guidelines C. follow school guidelines for responsible use of information resources
2. Identify the owner of ideas and information	A. struggle to define the concept of plagiarism B. rarely cite sources	A. define concept of plagiarism at a basic level B. cite sources most of the time	A. define concept of plagiarism B. cite sources	A. define the concept of plagiarism in elaborate detail B. cite sources
3. Participate and collaborate in intellectual and social networks following safe and effective practices	A. frequently interacts inappropriately in social situations B. struggle to discuss Internet safety and distinguish between safe/non-safe sites with any depth C. struggle to display appropriate online behavior with any consistency D. comply with district technology use policy most of the time without understanding why	A. interact appropriately in many social situations B. discuss Internet safety and distinguish between safe/non-safe sites most of the time C. display appropriate online behavior most of the time D. comply with district technology use policy most of the time with a basic understanding of why	A. interact appropriately in social situations (e.g., blended learning, etc.) B. discuss Internet safety and distinguish between safe/non-safe sites C. display appropriate online behavior D. comply with district technology use policy	A. model appropriate interactions in social situations B. explain the need for Internet safety and distinguish between safe/non-safe sites C. model appropriate online behavior D. model compliance with district technology use policy

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	<b>Standard 5:</b> Students must pursue personal interests through literature and other creative expressions.	<b>Benchmark 1,</b> End of Grade 4: Use a variety of digital and print formats for pleasure and personal growth. <b>Benchmark 2,</b> End of Grade 4: Use a variety of genres for pleasure and personal growth. <b>Benchmark 3,</b> End of Grade 4: Access and understand multiple resources from diverse cultures including Montana American Indians. <b>Benchmark 4,</b> End of Grade 4: Access libraries to seek information for personal interest.	<b>1.A.</b> identify personal interests <b>1.B.</b> locate personal interest print materials using call numbers <b>1.C.</b> identify available resources related to interest <b>2.A.</b> recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.) <b>2.B.</b> locate and select materials from a variety of genres <b>2.C.</b> explore award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.) <b>2.D.</b> correlate personal interest to a genre <b>3.A.</b> examine available cultural resources <b>3.B.</b> examine a variety of cultural materials (including Montana American Indians) <b>4.A.</b> locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) <b>4.B.</b> access online and electronic libraries and resources (e.g., ILL, e-books, etc.)	<b>Benchmark 1.</b> print, nonprint, database, online references, indexes, task definition, use of information, synthesis <b>Benchmark 2.</b> genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, fairy tales, folktales, mysteries, task definition, use of information, synthesis <b>Benchmark 3.</b> print, nonprint, database, online references, indexes, community, location and access, use of information <b>Benchmark 4</b> Inter-library loan (ILL), e-books, school library, public library, college library, museum, community members, information seeking strategies, location and access, use of information, synthesis	Formative	assignment grades feedback forms self-assessments



**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<p><b><u>Grade Level Standards for Reading</u></b></p> <p><b>Craft and Structure</b></p> <p>6. Distinguish their own point of view from that of the author of a text.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b><u>Grade Level Standards for Writing</u></b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>1b. Provide reasons that support the opinion.</p> <p>1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>1d. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, and details.</p> <p>2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>2d. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3c. Use temporal words and phrases to signal event order.</p> <p>3d. Provide a sense of closure.</p> <p><b>Production and Distribution of Writing</b></p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Include sources by and about American Indians.</p> <p>9. Begins at grade 4.</p> <p><b><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></b></p> <p><b>3.</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use a variety of digital and print formats for pleasure and personal growth	A. have difficulty identifying personal interests B. locate personal interest print materials solely through browsing C. identify available resources related to interest occasionally	A. can usually identify personal interests B. locate personal interest print materials using call numbers infrequently C. identify available resources related to interest most of the time	A. identify personal interests B. locate personal interest print materials using call numbers C. identify available resources related to interest	A. identify and expand on personal interests B. model location of personal interest print materials using call numbers C. identify available resources related to interest and transfers skill from one context to another
2. Use a variety of genres for pleasure and personal growth	A. recognize limited types of genres B. locate and select materials from limited number of genres C. explore limited award winning literature D. correlate personal interest to a genre rarely	A. recognize some types of genres B. locate and select materials from some genres C. explore some award winning literature D. correlate personal interest to a genre frequently	A. recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.) B. locate and select materials from a variety of genres C. explore award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.) D. correlate personal interest to a genre.	A. recognize types of genres and cite examples B. locate and select materials from a wide variety of genres C. explore award winning literature D. correlates personal interest to a genre and transfers skill from one context to another
3. Access and understand multiple resources from diverse cultures including Montana American Indians	A. examine available cultural resources with limited understanding B. examine a variety of cultural materials with limited understanding.	A. examine available cultural resources with inconsistent understanding B. examine a variety of cultural materials with limited perspective	A. examine available cultural resources B. examine a variety of cultural materials (including Montana American Indians)	A. examine available cultural resources using multiple methods B. examine a variety of cultural materials and make connections with larger multicultural communities (e.g. global, country, state, local, school)
4. Access libraries to seek information for personal interest	A. locate and use a limited number of community resources occasionally B. access online and electronic libraries and resources with limited success	A. locate and use some community resources regularly B. access online and electronic libraries and resources using imperfect search strategies	A. locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) B. access online and electronic libraries and resources (e.g., ILL, e-books, etc.)	A. locate and use a wide variety of community resources B. access online and electronic libraries and resources using advanced search strategies for greater personal development

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

### Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the [Essential Understandings Regarding Montana Indians](#) and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the [OPI Web site](#).

Please visit the OPI Website to access the [MCCS/IEFA ELA Grade 3 Companion Guide](#).